DOCUMENT RESUME

ED 319 571 RC 017 558

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TITLE On the Move: Migrant Education 1987-88.
INSTITUTION Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.
SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE Jul 89
NOTE 21p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Records; *Educational Assessment; Elementary Secondary Education; Federal Programs; *Migrant Education; *Migrant Programs; Program Costs; *Program Evaluation; State Programs; *Student Characteristics; Student Records; Summer Programs; Tables (Data)
IDENTIFIERS *Colorado; Migrant Student Record Transfer System

ABSTRACT

This evaluation report of Colorado's migrant education program during fiscal year 1987-88 was published according to a federal requirement. The program's background, budget, and funding sources are described. The 1987-88 figures on student and district involvement are reported. In the 1987-88 school year, 4,771 children were identified as eligible migrants and were enrolled in the state's Migrant Student Record Transfer System (MSRTS), a 22% increase over the previous year. The majority of program participants were in the 5- to 9-year-old range. The document also profiles children who participated in the state's summer program. Funding sources are also described, along with program services, staffing policy, parent involvement, and coordination with other agencies. Local programs were surveyed on questions of performance and MSRTS improvement. Various components, such as health programs, are described. Test results show academic progress made by program participants. The summer migrant education program was assessed favorably, but the regular year program met only one portion of its achievement objectives. The document defines increased participation and higher satisfaction as goals for the 1988-89 program. (TES)

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ON THE MOVE

Migrant Education 1987-88

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On the Move, an evaluation report of the 1987-88 Migrant Education Program is published to fulfill a federal requirement. The document is published with funds from Public Law 89-10 as amended by Public Law 100-297.

ON THE MOVE: MIGRANT EDUCATION 1987-88

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WHAT IS THE MIGRANT EDUCATION PROGRAM?

An amendment to Title I of the Elementary and Secondary Education Act (ESEA) in November of 1966, authorized a program of educational services for migratory children of migratory agricultural workers including migratory agricultural dairy workers and migratory fishermen. State educational agencies are provided with funds to offer projects and programs to meet the special educational needs of migratory children and to coordinate these programs with projects in other states, including school record data. This data includes birth, parent, school history and educational skill information as well as secondary credit data and the most recent class schedule. Assistance is provided to students to improve their educational opportunities by helping them succeed in the regular program, attain grade-level proficiency, and improve their achievement in basic skills.

The migrant program is a state program. Funds come directly to the state office, and the state contracts with local education agencies to provide services. State-level administration responsibilities include developing a state plan, approving local program funding, reviewing local programs, providing technical assistance and coordinating support services to local programs. The state is also responsible for the identification and recruitment of migrant children and updating information on the Migrant Student Record Transfer System (MSRTS).

Local migrant programs are funded to identify and enroll eligible migrant children onto the MSRT, to assist in recruiting migrant children to attend school, to solicit referrals of eligible children for instructional services to supplement services received in the regular classroom, and to provide support services, as needed by the children, that could not be provided through the district. Programs may be provided during the regular school year, during the summer, or both.

WHAT IS THE INVOLVEMENT IN COLORADO MIGRANT EDUCATION?

During the 1987-88 school year 14 local Migrant Education projects, conducted by six Colorado school districts and eight Boards of Cooperative Educational Services (BOCES) serviced 1,501 migrant students in 722 schools. In the summer of 1988, 12 Migrant Education projects were conducted; five by local school districts and seven by BOCES. Summer programs were administered in 36 schools and served 2,482 students. Half of the buildings in which Migrant Education services were offered were at the elementary level.

Figure 1: Districts and BOCES Which Provide Migrant Education Programs

*Boulder Valley School District Re-2
Brighton School District 27J
**Mesa County Valley School DIstrict 51
Montrose County School District Re-1J
Poudre School District R-1
St. Vrain Valley School District Re-1J
*Weld County School District #6
Arkansas Valley BOCES
East Central BOCES
Northern Colorado BOCES
San Luis Valley BOCES
South Central BOCES
South Platte Valley BOCES
Southeastern BOCES
Weld BOCES

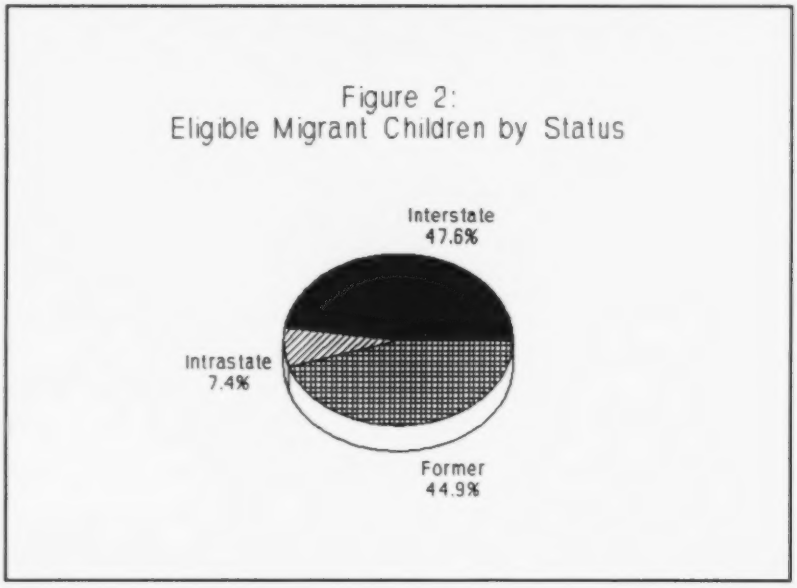
* Regular year program only
** Summer program only

Local projects are assisted by the Migrant Student Record Transfer System, a computerized network headquartered in Little Rock, Arkansas, which maintains records for individual migrant students. When migrant students register, their academic and health records are sent to the receiving district.

The Colorado Department of Health helps local programs during the summer. A contractual arrangement between the two departments, health and education, allows the provision of comprehensive health screenings for all migrant school enrollees, treatment and follow-up for identified health problems, preventive dental services, and health education. A report detailing screening outcomes, diagnostic data, the health education curriculum and activities, and financial resources may be obtained from the Colorado Department of Health, Migrant Health Program by calling (303) 331-8450.

WHO DOES MIGRANT EDUCATION SERVE DURING THE REGULAR YEAR?

In the 1987-88 school year, a total of 4,771 children were identified as eligible migrants and were enrolled on the MSRTS. Migrant student classification is determined by the migratory status of students. Children of active migratory families are classified as either "intrastate," i.e., the family moved from one school district to another school district within Colorado, or as "interstate," i.e., the family moved between Colorado and at least one other state. "Former" migrants are those children whose families have settled out of the migrant stream and who have resided in the school district for a period of 12 months or more. Students are no longer considered migrant after six years of continual residence in one school district.



The total number of eligible migrant students for the regular school year increased 22 percent from the 1986-87 figure of 3,915 eligible students.

There were 1,672 eligible children not registered in school during the regular school year. Migrant children who were not registered in school may have chosen to work instead of attending school or may have been in the state for such a short period of time they failed to enroll. The majority or 64.2 percent were interstate migrants. Intrastate migrants accounted for 7.2 percent of the eligible group not registered in school. Former migrants account for the remaining 28.5 percent. Forty percent of the eligible children not registered in school were in the birth to age four range. There are no migrant-funded preschool programs during the regular school year.

A total of 1,598 eligible migrant students were registered in Colorado schools but did not receive migrant services. Since priority is given to the currently migratory students, 59 percent of those not receiving migrant services were categorized as former migrants. The largest age group of eligible registered students who did not receive Migrant Education services were in the five to nine year old age range (43 percent). This is the age group most likely to be served by other supplementary programs such as Chapter 1 and the Colorado English Language Proficiency Act.

There were 1,042 migrant students who were served by other educational programs but not by Migrant Education. Chapter 1 served 282 students, the Colorado English Language Proficiency Act served 484, Title VII (Bilingual) served 159 and Special Education served 117 eligible migrant students.

A total of 1,501 eligible students were participants in Migrant Education programs for 1987-88, an increase of 7.3 percent from the 1986-87 school year.

Figure 3: Migrant Program Participants

	Migrant Status			
Age Range	Interstate	Intrastate	Former	Total
5 - 9	357	75	367	799
10 - 12	155	22	174	351
13 - 15	115	18	131	264
16 - 20	29	8	49	86
Total	656	123	721	1500

Former migrants comprised 48 percent of those receiving migrant services, 43.8 percent were interstate migrant children, and 8.2 percent were children of intrastate migrant families. The majority of program participants (53.2 percent) was in the five to nine year old age range.

WHO DOES MIGRANT EDUCATION SERVE DURING THE SUMMER?

In the summer of 1988, 3,918 eligible migrant children were identified in Colorado. This represents a 19.3 percent increase from the 1987 summer figure of 3,285. Interstate migratory children accounted for 52.4 percent of all those eligible, 8.9 percent were intrastate and 38.6 percent were categorized as former migrants.

There were 1,385 students, or 35.3 percent of all those eligible, identified as eligible who did not register in summer school. Migrant children may not have registered because they chose to work, were not referred to the program or were not in the priority service categories. Thirty-nine (38.6) percent of the non-registered eligible students were within the birth to four year old age group. Limited services were available to preschool children.

A total of 2,482 eligible students were Migrant Education program participants in the summer of 1988, a considerable increase of 24.4 percent from the summer of 1987.

Figure 4: Summer Migrant Program Participants

	Migrant Status			
Age Range	Interstate	Intrastate	Former	Total
0 - 4	38	8	19	65
5 - 9	644	114	558	1316
10 - 12	285	50	238	573
13 - 15	212	27	131	370
16 - 20	116	8	34	158
Total	1295	207	980	2482

In the summer of 1988, former migrants comprised 39.4 percent of those receiving migrant services, 52.2 percent were interstate migrant children, and 8.3 percent were children of intrastate migrant families. Again, the majority of summer program participants (53 percent) was in the five to nine year old age range.

WHAT DOES MIGRANT EDUCATION ENCOMPASS?

Funding

The 1987-88 Colorado Migrant Education Program was supported by federal funds at a level of $2,407,004. Of the total allocation 10 percent was budgeted for administration, 5 percent was budgeted for contracted support services, and 85 percent was budgeted for local program operations.

Chapter 1 Migrant Education funds are allocated to the state based on the number of migrant children (on a full-time equivalent basis) enrolled from Colorado on the Migrant Student Record Transfer System (MSRTS), a national computerized system of records maintenance for migrant children.

Funding for local program operations increased 1.5 percent from 1986-87 to 1987-88. Total migrant funding increased by 1.4 percent during the same period.

Services

Instruction was provided to migrant students according to their individual needs. Primary areas of instruction were reading, English for limited English speakers, language arts and mathematics. In summer the major instruction areas were expanded to include vocational/career education, health education and safety, physical education, arts and crafts, and swimming instruction.

Students in the Migrant Education program had a variety of language backgrounds; instruction must be tailored to meet the students' needs. Language abilities are determined through a variety of methods including Language Assessment Scales, Idea Language Proficiency Test, teacher observation and informal oral assessments. During the regular year, 68.4 percent of the 2,764 students who were assessed were bilingual, 17.3 percent were monolingual English and 13.6 percent were monolingual Spanish. Of the 1,971 students who were assessed for their language ability in the summer of 1988, 10.7 percent were monolingual English, 16.3 percent were monolingual Spanish and 72.7 percent were bilingual.

An essential part of the Migrant Education program is to provide support services to those students who are in need. During the regular year most of the support is given through attendance, social work and guidance services. Limited transportation and nutrition assistance is provided. During the summer program support services such as attendance, social work, guidance, transportation and nutrition are greatly increased. In addition, medical and dental care are provided to most migrant children. Other support services which may be provided are home visits, pupil services, referrals for emergency housing assistance, food stamps, clothing, and eye glasses.

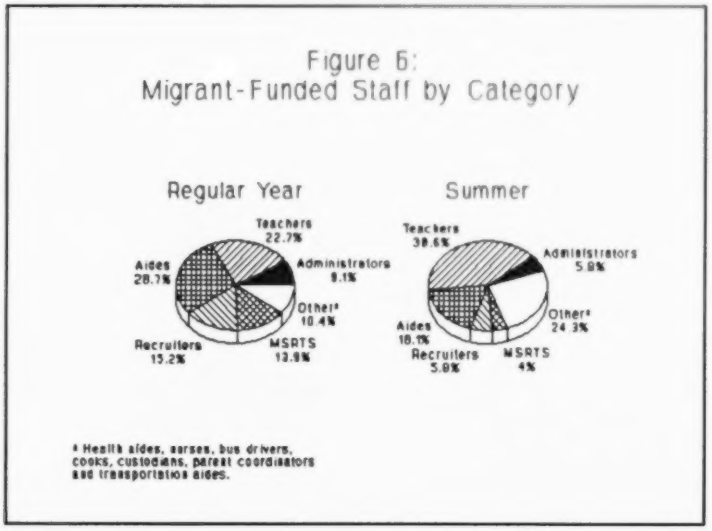
Summer secondary instruction is an important element of the migrant program, especially in meeting the challenge of improving educational opportunities, helping students attain grade-level proficiency and increasing the basic skills of older migrant students. The nine programs offering secondary instruction utilize a variety of services.

Figure 5: Services Utilized in Secondary Programs

Service	Number of Programs
Tutoring at the school site	6
Tutoring at the home/camp site	3
Instruction during the day	6
Instruction at night	4
Tuition program	3
PASS	6

Staff

Migrant programs are staffed by instructional (certificated and non-certificated), administrative, clerical and support personnel. A total of 79.4 full-time equivalent (FTE) employees were funded for the regular year; 258.8 FTE were funded for the expanded summer program.



In addition to staff funded directly through Migrant programs, personnel supported by other funding sources, particularly the Job Training Partnership Act (JTPA), supplied services to migrant students during the summer program. Serving primarily as aides in classrooms, 47.5 (FTE) staff were provided through other programs, with 64.2 percent of them funded by the JTPA. Workers also served as aides in other capacities such as in the office, the kitchen or on the health team.

During the regular year, classroom assistance, holiday activities, scholarship fund raisers and a wide variety of other services were provided through parent, adult and youth volunteers. Forty-one migrant parents, 27 other adults and 13 youth served as volunteers.

Eight migrant parents, 36 youth and 71 other adults ranging from scouts to senior citizens, nuns to staff family members, served as volunteers to the 1988 summer program. There were 115 unpaid workers assisting with Family Nights, Olympics, book donations, songs, health instruction, laundry, arts and crafts, and civic awareness.

Parent Involvement

Increasing parental involvement is a major focus for local programs. This is achieved through such activities as family nights, carnivals and potluck dinners. Local program activities may include parent training.

Coordination With Other Agencies

In addition, regular and summer programs coordinated with a variety of state and local agencies to assure that a broad range of services were available to migrant students and their families. Local projects coordinate with the JTPA and Community Block Grants. Many services involved coordinating referrals of families for assistance, providing transportation in order to obtain services, and assistance from agencies in identifying newly arrived families. Common sources for assistance include community service agencies such as Caring Ministries, United Way and Lions Club.

Figure 7: Project Coordination With Other Agencies

Agency	Number of Projects	
	Regular Year	Summer
Department of Health	14	12
Department of Social Services	12	10
Employment Services	10	8
Job Training Partnership Act (JTPA)	6	11
Community Block Grants	4	3
Legal Aid	8	10
Salvation Army	5	4
Churches	11	7
Hospitals or clinics	12	12
Day care centers	9	6
Other	6	5

Dissemination

It is important that migratory families and the community be aware of the educational and support services that the local migrant projects offer. Migrant program personnel use a variety of techniques to disperse information to the public including direct mail, home visits, oral presentations, personal contact and videos.

Figure 8: Local Project Dissemination Techniques

Methods of Dissemination	Number of Projects	
	Regular Year	Summer
Newsletters	12	10
Local newspaper	10	12
School newspaper	7	2
Brochures, leaflets, posters	10	6
Radio	6	5
Television	1	3
Other	4	3

HOW SUCCESSFUL WERE PROGRAM COMPONENTS?

Secondary Programs

Local programs were asked to rate various aspects of their secondary programs using a scale from poor (1) to excellent (4). Coordination with other states regarding secondary education received the highest rating (3.3). The lowest rating was given to availability of referral information on secondary students (2.8). Coordination with other local districts regarding secondary education, usefulness of referral information on secondary students, and training/assistance from the Colorado Department of Education in secondary credit exchange/accrual were given 'good' (3.1) ratings.

Migrant Student Record Transfer System (MSRTS)

Migrant program personnel were asked if the MSRTS services available to them to support their efforts were useful. Ninety-three percent of the local projects providing regular year programs indicated that the educational records, including the skills information system, and the health records were useful to the migrant staff. One hundred percent of the summer projects which responded to the question indicated that these records were useful. In addition, project personnel were asked if the health records were useful to the medical staff. Again 100 percent of the responding projects stated that they were useful.

Recommendations for improvement include increasing the timeliness of receiving records, needing more MSRTS training, bringing consistency to the codes, specifically explaining the codes on the record itself, avoiding duplication of health information, refining the reading and oral language sections to more accurately reflect the elements of the Spanish language, and providing a place to record DECA and cosmetology course work.

Strengths of the MSRTS support services were that they serve as an excellent source for student placement and provide a guide for instructional programs, as the previous student objectives are listed on the records. The system enhances inter-school communication and provides useful data on student progress and needs. Health history and family information are helpful to the migrant staff.

Summer Migrant Health Program

Migrant program staff overwhelmingly declared that the health program is available and useful. The program was praised as being well organized, and having professional, cooperative staff. As far as suggestions for improvement, a few of the local programs indicated that they would be better served with more nurses, and that practices would be better facilitated by increasing communication with migrant teachers and explaining the duties of the health teams. Two specific suggestions stated that parental approval should be obtained during the first contact and that state health officials should involve local health service providers.

Regular Year Program Components

Dedication of staff, the backing of school district administrators, and support from the families of migrant students are key ingredients to a successful migrant program. An open network of communication facilitates successful program operation.

Districts praised distinct elements of their programs. One district highlighted how its computer software meets student needs and enhances students' capabilities. Another believes in its tutorial assistance for strengthening secondary students' progress. Yet another applauds its migrant student monitoring program in which all migrant students are counseled by staff members.

Summer Program Components

Organization and management, previous strategic planning and open communication are essential elements to efficient summer migrant programs. These elements are especially important because the summer program is only in session for eight weeks.

Many programs had suggestions to improve the summer curriculum. Use of the whole language approach for reading/language arts and an integrated computer literacy focus were emphasized. Programs that lack swimming would like to see this instruction implemented. Other programs feel they would benefit greatly from the addition of preschool classes.

Particularly successful characteristics of summer programs included peer tutoring and cooperative learning between grade levels, which ultimately resulted in incredible growth from pretest to posttest in one district. Another program was extremely proud of the increased socialization between migrant and non-migrant students, as positive self images and increased chances of success in school are the expected outcomes.

HOW IS PROGRESS MEASURED?

The progress of students in Migrant Education programs is measured in a variety of ways. Assessments for such a population are often difficult to obtain due to migrant families' transient lifestyles.

Achievement for migrant students who have settled out of the migrant stream is measured with norm-referenced tests. Results are reported in Normal Curve Equivalents (NCEs) which range from 1 to 99. NCE scores allow results of different tests to be combined on a common scale. Without the benefit of supplementary services, a student is expected to have zero NCE growth during the year, or to stay at the same percentile rank. Any increase in percentile rank or any NCE growth greater than zero is assumed to be the result of the extra services provided and represents more than a year's gain in achievement. Migrant Education achievement gains are based on former migrant students who were tested on a fall-to-spring cycle or on an annual basis. An annual testing schedule may consist of a fall-to-fall or a spring-to-spring cycle.

Criterion-referenced tests are used to measure the progress of active migrant students. This type of assessment indicates whether or not a student has achieved mastery or proficiency in specific elements of certain subject areas. Results are reported in the average number of objectives mastered per student. The figures vary from district to district because of the loose definition of what constitutes an objective across a number of different instruments.

A third indication of program success is the number of migrant students accruing secondary credit through use of the PASS/MINI PASS curriculum. Migrant secondary students can earn high school credit during the summer and have the credit transferred to any district that participates in the migrant program through the Credit Exchange Program.

WHAT WERE THE RESULTS?

Reading and math programs across Colorado were effective in improving the achievement level of participants. Aggregated average Normal Curve Equivalent (NCE) gains were positive in all subjects for settled-out migrant students. Criterion-referenced test results for active migrants across both regular year and summer programs indicate that these students were successful in mastering objectives.

Figure 9: Achievement of Migrant Students

Former Migrants: Regular Year Program

	Testing Cycle			
	Fall-to-Spring		Annual	
Subject	N	NCE	N	NCE
Reading	324	5.0	148	5.3
Math	273	3.5	117	2.7

Active Migrants: Regular Year Program

Subject	N	Hours	Objectives
Reading	648	2.2	12.5
Math	389	1.5	5.8

Active Migrants: Summer Program

Subject	N	Hours	Objectives
Reading	1695	7.2	5.6
Math	1696	6.0	4.1

Secondary Credit Accrual: Summer Program

Curriculum	N	Units	Full	Partial
PASS	44	161	11	33
MINI PASS	38	87	1	37

N = Number of students tested
NCE = Average weighted NCE gain
Hours = Average instruction hours per week per student
Objectives = Average number of objectives mastered per student
Units = Number of units completed
Full = Number of full semester credits granted
Partial = Number of partial semester credits granted

In addition to the 44 ninth through twelfth graders who received PASS credit, 45 migrant students attempted local district credit and 14 of them received it during the 1988 summer program. Many of these students do not obtain enough class hours to receive credit. An additional 165 sixth through eighth grade migrant students received instruction for remediation, promotion and make-up activities.

More detailed results of norm-referenced achievement gains are reported by testing cycle and grade level. Results for fall-spring testing in reading encompass 11 of the 14 participating projects. Fall-spring math test results include seven of the 12 project participants teaching mathematics.

Figure 10: 1987-88 Fall-Spring Testing Achievement Gains

	Reading		Math	
Grade	N	NCE Gain	N	NCE Gain
K	14	4.7	7	-9.1
1	47	2.2	44	3.6
2	54	6.3	47	6.7
3	54	5.6	40	3.7
4	52	6.4	39	9.0
5	29	4.5	30	9.6
6	22	3.1	26	5.2
7	20	3.7	21	2.3
8	17	11.0	9	1.6
9	11	-2.9	7	8.7
10	2	11.1	2	0.0
11	2	6.1	1	-17.0
12	--	---	--	---
TOTAL	**324**	**5.0**	**273**	**5.3**

Results for annual testing in reading encompass six of the 14 participating projects. Annual math test results include five of the 12 project participants teaching mathematics.

Figure 11: 1987-88 Annual Testing Achievement Gains

	Reading		Math	
Grade	N	NCE Gain	N	NCE Gain
K	2	26.0	--	---
1	16	4.0	13	3.4
2	12	4.0	12	7.8
3	17	5.8	14	3.4
4	21	2.3	20	0.8
5	21	5.5	15	1.5
6	20	3.9	11	-1.1
7	17	- .3	13	5.8
8	9	- .2	7	4.1
9	6	2.6	8	-2.1
10	7	.4	4	5.0
11	--	---	--	---
12	--	---	--	---
TOTAL	**148**	**3.5**	**117**	**2.7**

N = Number of students tested at each grade level
NCE = Average weighted NCE gain

More detailed results of criterion-referenced achievement gains are reported by local project. Fourteen projects provided instruction in reading and 12 local programs provided instruction in mathematics during the regular year to active migrant students.

Fig. 12: 1987-88 Active Migrant Criterion-Referenced Test Results

Reading				Math			
Test Used	N	Hours	Objs.	Test Used	N	Hours	Objs.
Brigance	31	1.0	5.0	Brigance	31	1.0	5.0
Houghton-Mifflin	15	2.0	20.0	Brigance	11	1.5	15.0
Brigance	8	3.0	9.0	Brigance	8	1.0	4.0
WRAT	6	1.5	7.0	WRAT	6	1.0	5.0
Brigance	94	4.0	5.0	Brigance	115	2.0	6.0
Brigance	81	1.5	10.0	Brigance	81	1.0	12.0
PRI	7	1.0	9.8	DMI	7	1.0	9.1
Brigance	2	2.5	90.0	--------	--	---	---
Crane, IDEA	5	2.0	3.0	Heath	5	0.5	2.0
Brigance	80	3.8	4.0	Brigance	78	3.8	5.0
Brigance	12	1.3	4.3	Brigance	5	1.3	4.6
Brigance	9	2.5	2.5	Brigance	3	0.5	0.7
Brigance	71	3.5	2.0	Brigance	39	3.5	1.5
Brigance	227	1.5	4.0	--------	--	---	---
TOTAL	**648**	**2.2**	**12.5**		**389**	**1.5**	**5.8**

In the summer program, all 12 local projects provided instruction to currently migratory students in both subject areas. The summer program served a larger number of students due to the influx of migrant families for seasonal agricultural employment.

Fig. 13: 1988 Summer Migrant Criterion-Referenced Test Results

Reading				Math			
Test Used	N	Hours	Objs.	Test Used	N	Hours	Objs.
Houghton-Mifflin	178	6.2	4.1	Addison-Wesley	178	5.3	4.1
The Three R's	59	10.0	2.0	The Three R's	59	5.0	2.0
Brigance	92	5.0	26.5	Brigance	92	5.0	16.6
Brigance	99	10.0	10.0	Brigance	99	10.0	6.0
Brigance	174	5.0	2.0	Brigance	174	5.0	2.0
PRI	134	14.0	5.8	DMI	150	14.0	3.6
Brigance	34	5.0	3.3	Brigance	34	4.0	3.0
Brigance	251	7.5	2.4	Brigance	251	5.0	2.0
Brigance	72	3.8	3.3	Brigance	72	3.8	1.9
Brigance	80	5.0	2.4	Brigance	80	5.0	2.3
Brigance	52	5.5	2.0	Brigance	37	5.5	1.5
Brigance	470	9.0	3.5	Brigance	470	4.5	4.0
TOTAL	**1695**	**7.2**	**5.6**		**1696**	**6.0**	**4.1**

N = Number of students tested
Hours = Average instruction hours per week per student
Objs. = Average number of objectives mastered per student

WERE THE GOALS MET FOR 1987-88?

The summer Migrant Education program in Colorado was extremely successful as measured by the summer program goals from the 1986-87 report. All goals were met concerning registration of school-age children, increasing the average number of objectives mastered in both subject areas, and maintaining or increasing the level of satisfaction of the MSRTS educational and health records by all personnel. The credit accrual objective was not analyzed because the sources of data were not comparable.

However, the Colorado regular year program met only one portion of the achievement objective. The settled-out migrant children increased the NCE gain in reading over five percent. The goal of a five percent increase in the NCE gain in math was not realized. The goals of increasing the percentage of migrant school age children registered in school to 90 percent and maintaining the level of satisfaction by migrant staff of the MSRTS educational and health records also were not met.

WHAT ARE THE GOALS FOR 1988-89?

<u>Regular Year Program</u>

- Increase the percentage of migrant school-age children registered in school to 80 percent.

- Obtain realistic grade level equivalent gains.
  - Active migrant students will master an average grade level equivalent gain of 1.3 in reading.
  - Active migrant students will master an average grade level equivalent gain of 1.3 in mathematics.

- Increase NCE gains of former migrants by at least 5 percent.
  - Settled-out migrant children will achieve NCE gains of 5.6 in reading on norm-referenced tests.
  - Settled-out migrant children will achieve NCE gains of 2.8 in mathematics on norm-referenced tests.

- Increase the migrant staffs' level of satisfaction with the MSRTS educational and health records.
  - Educational records will be found useful by 100 percent of the local projects as reported by the directors.
  - Health records will be found useful by 100 percent of the local projects as reported by the migrant directors.

Summer Program

- Increase the percentage of migrant school-age children registered in school to 75 percent.

- Obtain realistic grade level equivalent gains.
  - Summer participants will master an average grade level equivalent gain of .15 in reading.
  - Summer participants will master an average grade level equivalent gain of .15 in mathematics.

- Increase the secondary credit accruals.

- Maintain the program staffs' level of satisfaction with the MSRTS educational and health records.
  - Educational records will be found useful by 100 percent of the local projects as reported by the directors.
  - Health records will be found useful by 100 percent of the local migrant staffs as reported by the directors.
  - Health records will be found useful by 100 percent of the medical staffs as reported by the directors.

Acknowledgements

Local project directors and their staffs were extremely helpful in providing information to assist in the preparation of this report. Their time commitment and dedication are appreciated.

Ernest Maestas, Supervisor of the Migrant Program, and Peggy M. Lesher and David Pimental, Migrant Education Program Consultants, are to be commended for their support, cooperation and assistance in preparing this report. Also, credit must be given to Linda Martinez who gathered pertinent program data on request. Appreciation is expressed to Darlene Oughtred for her efforts in preparing the manuscript for publication.